

ITLS GRANT AND PROPOSAL WRITING 6760

Course Description

This course is an introduction to the many facets of grant and proposal writing. Students respond to an actual RFP, submit to the requisite agency, and reflectively critique other proposals.

Course Objectives

By the end of this course, you will be able to:

1. Locate, analyze, and interpret requests for proposals (RFPs)
2. Organize and write a coherent and convincing grant proposal, including most of the commonly required components
3. Understand the purpose of evaluation plans and budgets and their connection to your proposal narrative

Instructor

Instructor: Jody Clarke-Midura

Email: jody.clarke@usu.edu

Phone: 435-797-0571

Office Hours by appointment.


Course Resources

There is one required text for the course:

The Only Grant-Writing Book You'll Ever Need / Ellen Karsh and Arlen Sue Fox. NOTE: There are several editions. You can use the 4th or 5th Edition. I own the 5th edition and used that to make the reading assignments.

The library has several online versions.

[Ⓜ\(http://discover.lib.usu.edu/iii/encore/record/C_Rb3240732_Sonly%20grant-writing%20book%20you%C3%A2%E2%82%AC%E2%84%A2ll%20ever%20need_Orightresult_U_X6?](http://discover.lib.usu.edu/iii/encore/record/C_Rb3240732_Sonly%20grant-writing%20book%20you%C3%A2%E2%82%AC%E2%84%A2ll%20ever%20need_Orightresult_U_X6?)

[lang=eng&suite=cobalt\) The Only Grant-Writing Book You'll Ever Need](https://libcat.lib.usu.edu/search/?searchtype=X&SORT=D&searcharg=The+Only+Grant-Writing+Book+You%E2%80%99ll+Ever+Need+%C2%A0Ellen+Karsh&searchscope=1) 
(<https://libcat.lib.usu.edu/search/?searchtype=X&SORT=D&searcharg=The+Only+Grant-Writing+Book+You%E2%80%99ll+Ever+Need+%C2%A0Ellen+Karsh&searchscope=1>)

The course is built around readings from this textbook and we will cover the ENTIRE book so please get it right away or you may have trouble completing the course and assignments.

Textbooks are available via the USU Bookstore or from online sources like Amazon (where they are often cheaper). Get the Paperback Version! These readings will be supplemented by additional materials provided in the modules.

Course Requirements

Each student will:

Write a Problem Statement: Part I (0%), Part II (10%), & Part III (15%)

Part I

You will submit a draft problem statement that articulates a need for funding in about 1,000 words (references do not count towards this word count). (I say about 1000 words because I am not counting words; you need to get your point across). A problem statement is a compelling description of need that articulates why you need money from the funding agency. For this assignment, you must identify an educational (or research) need and present it in a way that convinces your audience. Although this part is ungraded, it is mandatory. More details and examples, as well as the rubric I will use to grade your problem statements, can be found on the respective assignment pages in Canvas.

Part II

You will engage in a peer-review process.

Part III

You will submit a revised version of your problem statement, taking into account the feedback you received in the peer-review process. Please note that you will need to include a description of how you incorporated the feedback you received and self-evaluation using the rubric found on the assignments page for Part III of the problem statement.

Write a Funding Source and Impact Statement (10%)

For this assignment, you will need to 1) provide a list of at least one funding source and a description of why this is a good fit for your proposal and 2) prepare an impact statement (1,000 words or less) that describes how your proposal's goals and objectives align with those of the funding source. Successful proposals address problems closely aligned with the goals and objectives of a funding source (this

alignment is also known as the intellectual merit of a proposal). More detail on the assignment and an example can be found on Canvas.


Create a Compliance Matrix (5%)

Create a compliance matrix based on the Request For Proposals (RFP) of the funding agency you selected. A compliance matrix is a list of requirements you pull out of the RFP one by one so that each line contains one requirement. (This is basically a TO-DO list to help you stay on track.) This makes it easier to track all the requirements and make sure you have fulfilled every single one of them in your proposal. If you cannot follow directions you are not getting the grant, it is as simple as that. Thus, the compliance matrix is a tool for you, the proposal writer, to keep track of all the requirements from the funding agency. NOTE that not all funding agencies have RFPs. Sometimes you have to pull the requirements from a website. Please note the URL in this case. More details and examples, as well as the rubric I will use to grade your matrix, can be found on the respective assignment pages in Canvas.

Create a Logic Model (10%)

Pick the logic model that makes the most sense to your project or create your own that is tailored to your specific situation. The point of creating a logic model is that it demonstrates a logical flow between the components of your proposed work. It visualizes the connections between the different parts of your work and helps you to ensure that these parts are aligned well. For example, your objectives should be related to the outcomes of your proposed work. Some grant proposals are required to include a logic model.

Write a Draft Proposal (0%)

The draft proposal combines some of the components you have already completed (problem statement, impact statement, and logic model) with any additional information your funding agency is asking for (budget, evaluation section, etc.) into a coherent grant proposal. For the purposes of this assignment, if your funding agency requires less than the components listed above, you should submit a generic grant application: [Common Grant Application](http://htrfoundation.com/wp-content/uploads/2013/11/nngcommongrantapplication.pdf)  (<http://htrfoundation.com/wp-content/uploads/2013/11/nngcommongrantapplication.pdf>) being sure to complete the following:

Section II: A 3-4 (items 1-2 are optional); B 1-5 Section III: A 1

Section IV: budget

Before submitting your draft proposal (including the relevant RFP or equivalent URL and your compliance matrix) please evaluate it against the [Grant Proposal Self-Assessment Tool](https://usu.instructure.com/courses/513258/files/70350930/download?) (<https://usu.instructure.com/courses/513258/files/70350930/download?>) that will be used by your reviewers and the [Final Proposal Rubric](https://usu.instructure.com/courses/513258/assignments/2493265?module_item_id=3273840) (https://usu.instructure.com/courses/513258/assignments/2493265?module_item_id=3273840) that will be used by me when grading your final submission. Please note that while this portion of the assignment is ungraded, it is mandatory.

Complete a Proposal Review (15%)

You will engage in a peer-review process. You are free to choose a classmate to work with. This is can be a VERY clunky process in Canvas, so if it is troublesome, go ahead and sign up to peer review someone else's problem statement and then plan on exchanging copies by e-mail.

Please note that reviewing is very time-consuming, so start early! Please use the [Grant Proposal](https://usu.instructure.com/courses/513258/files/70350930/download?) [Self-Assessment Tool](https://usu.instructure.com/courses/513258/files/70350930/download?) [review criteria](https://usu.instructure.com/courses/513258/files/70350930/download?) **where applicable** AND the RFP. Please write a constructive review of at least 500 words but not more than 1,000. Once you have completed your review, evaluate it based on the rubric found on the Proposal Review assignment page on Canvas before submitting your review and the completed grant-proposal self-assessment tool.

More details about the assignment and a fillable PDF form for the Grant Proposal Self- Assessment Tool (Grant SAT) can be found on Canvas.

Write a Final Proposal (35%)

You will submit your final grant proposal, being sure to incorporate peer review feedback to improve your proposal. In a separate "response document" write a response to each reviewer comment indicating what changes (and location in the document) you have made in your proposal to address the reviewer comments.

Evaluation Methods and Criteria

Please see each assignment page for the rubrics used to evaluate assignments.

Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%

Grade	Range
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

Course Schedule/Outline

Course Overview				
Dates	Module	Topic	Assignments Due	Chapters to Read
8/29-9/4	1	Course Introduction		Lessons 1 & 2) (Appendices 1-4).
9/5-9/11	2	The Grant Writing Process		Lessons 3-5
9/12-9/18	3	Needs, Goals, and Objectives	Problem 1 due 9/18	Lessons 7-8 & Lesson 14
9/19-9/25	4	Finding Funding Resources/Finding Information	Review due 9/25	Lesson 2 Review and Appendix 5
9/26-10/2	5	Aligning Problems with Funding Sources	Problem 3 due 10/2	Lesson 7 & 8 (Review) & Lesson 10
10/3-10/9	6	RFP, Proposal Checklist, Timeline, Outline	Funding Source due 10/9	Appendix 2: Proposal Checklist
10/10-10/16	7	Logic Model	Compliance Matrix due 10/16	
10/17-10/23	8	Starting the Writing Process	Logic Model due 10/23	Part II, Lesson 6: Writing, Sample Cover Letter, Sample Letter of Inquiry, & Sample Abstract
10/24-10/30	9	Program Planning and Evidence-Based Design		Lesson 9
10/31-11/6	10	Evaluation		Lesson 11: The Evaluation Plan
11/7-11/13	11	The Budget & Sustainability Plan		Lesson 12: The Budget
11/14-11/20	12	Abstract, Letters, and Additional Materials	Draft one due 11/20	Lesson 15: Front and Back

11/21-11/27	13	Proposal Submission and Review (Thanksgiving)		Appendix 2: Proposal Checklist
11/28-12/4	14	Post-Proposal Submission	Proposal review due 12/4	Lesson 17 and the roundtable discussion
12/5-12/9	15	Final Grant Proposal Due	Final proposal due 12/16	

Attendance and Excused Absences Policy

This is an online course. Participation happens online. If you are having trouble meeting a deadline please contact me.

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. ***(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)*** This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog](http://catalog.usu.edu/content.php?catoid=12&navoid=3955) [↗](http://catalog.usu.edu/content.php?catoid=12&navoid=3955) [. \(http://catalog.usu.edu/content.php?catoid=12&navoid=3955\)](http://catalog.usu.edu/content.php?catoid=12&navoid=3955)).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks.

Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgt/> [↗](http://www.usu.edu/riskmgt/) [\(http://www.usu.edu/riskmgt/\)](http://www.usu.edu/riskmgt/)

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. [↗\(http://libguides.usu.edu/rc\)](http://libguides.usu.edu/rc)

Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](https://studentconduct.usu.edu/studentcode/article5) [↗\(https://studentconduct.usu.edu/studentcode/article5\)](https://studentconduct.usu.edu/studentcode/article5) for more information.

University Policies & Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) [↗\(http://www.usu.edu/hr/files/uploads/Policies/403.pdf\)](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty



The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](https://studentconduct.usu.edu/studentcode/article6)
 [_\(https://studentconduct.usu.edu/studentcode/article6\)](https://studentconduct.usu.edu/studentcode/article6)

Discrimination and Sexual Misconduct

General Overview

USU strives to provide an environment for students and employees that is free from [discrimination](https://www.usu.edu/equity/non-discrimination.php)  [_\(https://www.usu.edu/equity/non-discrimination.php\)](https://www.usu.edu/equity/non-discrimination.php) and [sexual misconduct](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php)  [_\(https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php\)](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php). If you experience sexual

misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the [USU Title IX Coordinator](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php) [↗](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php) via Old Main room 161 in Logan, 435-797-1266, titleix@usu.edu [↗](mailto:titleix@usu.edu), or at [equity.usu.edu/report](https://www.usu.edu/equity/report.php) [↗](https://www.usu.edu/equity/report.php). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexual-respect/) [↗](https://www.usu.edu/sexual-respect/). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources) [↗](https://www.usu.edu/equity/resources).

Required Reporting of Sexual Misconduct

The instructor is designated by USU as a "[reporting employee](https://www.usu.edu/equity/sexual-misconduct/employees.php) [↗](https://www.usu.edu/equity/sexual-misconduct/employees.php)." This means that if you share information about [sexual misconduct](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php) [↗](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php) (sexual harassment, sexual assault, relationship violence, or sex-based stalking) with the instructor, they *will report* that information to the [USU Title IX Coordinator](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php) [↗](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php). The instructor is also required to tell you about [designated confidential resources](https://www.usu.edu/sexual-respect/resources.php) [↗](https://www.usu.edu/sexual-respect/resources.php), [supportive measures](https://www.usu.edu/equity/Supportive-Measures.php) [↗](https://www.usu.edu/equity/Supportive-Measures.php), and [how you can file a report](https://www.usu.edu/equity/report.php) [↗](https://www.usu.edu/equity/report.php) with the USU Title IX Coordinator.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.







Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](http://www.usu.edu/drc/) [↗](http://www.usu.edu/drc/) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu [↗](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> , (435) 797-1712, studentservices@usu.edu (<mailto:studentservices@usu.edu>), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> , (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> , (435) 797-1728, access@usu.edu (<mailto:access@usu.edu>); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture>  (<http://accesscenter.usu.edu/multiculture>), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> , (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity>  (<https://www.usu.edu/provost/diversity/>), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> 






(<https://studentconduct.usu.edu/studentcode/>)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#) 

(<https://studentconduct.usu.edu/studentcode/article7/>).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)  (<http://www.usu.edu/studentconduct>)
- [Student Code](#)  (<https://studentconduct.usu.edu/studentcode/>)
- [Academic Integrity](#)  (<https://studentconduct.usu.edu/studentcode/article6>)
- [USU Academic Policies and Procedures](#)  (<http://catalog.usu.edu/content.php?catoid=4&navoid=546>)
- [Academic Freedom and Professional Responsibility Policy](#)  (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>)

Emergency Procedures


In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking


ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

General Health Protocols





The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick (even with mild symptoms), and frequent hand washing.












Mental Health











Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](https://counseling.usu.edu)  (<https://counseling.usu.edu>).

Students are also encouraged to download the ["SafeUT App"](https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app)  (<https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app>) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

Course Summary:

Date	Details	Due
Sun Sep 11, 2022	 Module 2 Discussion https://usu.instructure.com/courses/708341/assignments/3746493	due by 11:59pm
	 Create Grantforward account https://usu.instructure.com/courses/708341/assignments/3877069	due by 11:59pm
Fri Sep 16, 2022	 Office Hours https://usu.instructure.com/appointment_groups/5713	3pm to Sep 19 at 3pm
Sun Sep 18, 2022	 Module 3 Discussion https://usu.instructure.com/courses/708341/assignments/3746494	due by 11:59pm

Date	Details	Due
Sun Sep 25, 2022	 Module 4 Discussion (https://usu.instructure.com/courses/708341/assignments/3746495)	due by 11:59pm
Sun Sep 25, 2022	 Problem Statement Assignment - Part I (Submit draft version) (https://usu.instructure.com/courses/708341/assignments/3816784)	due by 11:59pm
Sun Oct 2, 2022	 Module 5 Discussion (https://usu.instructure.com/courses/708341/assignments/3746496)	due by 11:59pm
Sun Oct 2, 2022	 Problem Statement Assignment - Part II (Review) (https://usu.instructure.com/courses/708341/assignments/3816783)	due by 11:59pm
Sun Oct 9, 2022	 Problem Statement Assignment - Part III (Submit final version) (https://usu.instructure.com/courses/708341/assignments/3816782)	due by 11:59pm
Sun Oct 16, 2022	 Funding Source and Impact Statement Assignment (https://usu.instructure.com/courses/708341/assignments/3816780)	due by 11:59pm
Sun Oct 23, 2022	 Module 8 Discussion (https://usu.instructure.com/courses/708341/assignments/3746498)	due by 11:59pm
Sun Oct 23, 2022	 Compliance Matrix Assignment (https://usu.instructure.com/courses/708341/assignments/3816777)	due by 11:59pm
Sun Oct 30, 2022	 Module 9 Discussion (https://usu.instructure.com/courses/708341/assignments/3746491)	due by 11:59pm
Sun Oct 30, 2022	 Logic model Assignment (https://usu.instructure.com/courses/708341/assignments/3816781)	due by 11:59pm
Mon Oct 31, 2022	 Mid Course Feedback (https://usu.instructure.com/courses/708341/assignments/3901968)	due by 11:59pm
Sun Nov 6, 2022	 Module 10 Discussion (https://usu.instructure.com/courses/708341/assignments/3746499)	due by 11:59pm

Date	Details	Due
Sun Nov 13, 2022	 Module 11 Discussion Module 11 Discussion	due by 11:59pm
Sun Nov 20, 2022	 Draft proposal Assignment Draft proposal Assignment	due by 11:59pm
Sun Nov 27, 2022	 Module 12 Discussion Module 12 Discussion	due by 11:59pm
Sun Nov 27, 2022	 Module 13 Discussion Module 13 Discussion	due by 11:59pm
Sun Dec 4, 2022	 Module 14 Discussion Module 14 Discussion	due by 11:59pm
Sun Dec 4, 2022	 Proposal Review Assignment Proposal Review Assignment	due by 11:59pm
Fri Dec 9, 2022	 Module 15 Discussion Module 15 Discussion	due by 11:59pm
Fri Dec 16, 2022	 Final proposal Final proposal	due by 11:59pm
	 Assignment Template Assignment Template	
	 Mid-Semester Survey Mid-Semester Survey	